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ABSTRACT

This collection of papers, from a conference on reading and writing connections held at the University of Illinois in October 1986, reflects the value of demonstrating connections between reading instruction and writing. The book shows practitioners how writing can be blended with reading instruction and how writing activities can be used not just to augment reading but also to establish and bolster emergent reading. The book contains the following chapters: (1) "Speech to Writing: Children's Growth in Writing Potential" (Martha L. King); (2) "Forms of Writing and Rereading from Writing: A Preliminary Report" (Elizabeth Sulzby and others); (3) "Movement into Word Reading and Spelling: How Spelling Contributes to Reading" (Linnea C. Ehri); (4) "Connections in Learning to Write and Read: A Study of Children's Development through Kindergarten and First Grade" (Lee Dobson); (5) "Reading and Writing Attempts by Kindergartners after Book Reading by Teachers" (Jana M. Mason and others); (6) "Reading and Writing Development in Whole Language Kindergartens" (JoBeth Allen and others); (7) "Writing and Reading : The Transactional Theory" (Louise M. Rosenblatt); (8) "Connecting Writing: Fostering Emergent Literacy in Kindergarten Children" (William H. Teale and Miriam G. Martinez); (9) "Research to Practice: Integrating Reading and Writing in a Kindergarten Curriculum" (Alice J. Kawakami-Arakaki and others); (10) "Preschool Children's Reading and Writing Awareness" (Janice Stewart and Jana M. Mason); (11) "Success of At-Risk Children in a Program that Combines Writing and Reading" (Gay Su Pinnell); and (12) "Acquisition of Expository Writing Skills" (Taffy E. Raphael and others). (MS)

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